

	Autumn Term		Spring Term		Summer Term	
Year Nur/R EC	Special Times In this unit pupils will learn about different celebrations across three of the world's major religions – Christianity, Hinduism and Islam <i>Recognise that people have different beliefs and celebrate special times in different ways (UW)</i>	Why are some things special? pupils will learn about different celebrations across three of the world's major religions – Christianity, Hinduism and Islam . They will begin to understand the important religious events for these religions. They will have the opportunity to reflect on celebrations that they have been a part of, as well as what they would like to celebrate in the future. <i>Recognise that people have different beliefs and celebrate special times in different ways (UW)</i>	Special Stories In this unit pupils will become familiar with the idea that some books are sacred and holy. They will learn stories from the Bible and Qur'an and know that they are special to Christians and Muslims <i>Recognise that people have different beliefs and celebrate special times in different ways. (UW)</i>	Who are our neighbours? This unit enables pupils to examine the role of the Church as a community of believers from all races and nationalities. The content focus is on the role of the Church in the local community. Opportunities are provided to explore the location and activities of a local church. Pupils are encouraged to consider their links with various communities. <i>Understand that some places are special to members of their community (UW)</i>	What is special about our world? In this unit children will be encouraged to experience the natural world and explain why it is special. They will learn that many religious people believe that the world was created and designed by God. They will be introduced to the Jewish/Christian story of the creation in Genesis (Torah/Old Testament) and also stories from Islam focussing on care for Allah's creation <i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class (UW)</i>	
Year 1 What do people say about God?	Christianity - God - Why do Christians say that God is a 'Father'? This unit enables pupils to explore Christian use of the term 'father' to address God, especially in prayer (Our Father...). Pupils should consider the importance of prayer in Christian life.	Christianity - Jesus - Why is Jesus special to Christians? This unit gives children the opportunity to explore the Christmas nativity story and to gain an understanding of why Jesus is believed to be a special baby. The focus of Jesus as a 'gift' will introduce children to the concept of the incarnation .	Church - How might people show they belong to God? In this unit children will explore how the rite of baptism shows that Christians belong to God's family - the Church. They will identify symbols , items and people linked to baptism and will reflect on why, in some Christian communities, parents choose to have their baby baptised.	Judaism - Why might people put trust in God? In this unit, children will have the opportunity to explore Jewish beliefs about God , with a focus on why religious people put their trust in God and how this might be expressed. They will learn about the story of Noah and investigate the festival of Sukkot as an annual reminder to the Jewish community to be thankful to God for all he has done.	Hindu Dharma - What do Hindus believe about God? This unit gives children the opportunity to explore the Hindu concept of one God (Brahman) who can be understood and visualised in many forms. Children should be able to talk about how images of the deities in Hinduism are a visual representation of beliefs about God.	Islam - How might beliefs about creation be different? This unit enables pupils to examine the Muslim belief in Allah as creator. They should begin to develop an understanding of how Muhammad (phub) is seen as a role model for Muslims and how the teachings of the Prophet might influence how and why a Muslim might care for the natural world.
Year 2 How do we respond to the things that really matter?	Christianity - God - Does how we treat the world matter? In this unit, pupils will look at Christian beliefs about God as creator and sustainer and consider how these beliefs might influence Christian attitudes towards the planet. They should be able to retell the creation account in Genesis 1 . They will explore how Christians might express their beliefs and values through acts of stewardship and/or through harvest festivities .	Christianity - Jesus - Why do Christians say that Jesus is the 'Light of the World'? This unit enables pupils to explore the use of light to and how it might be used in religious communities to indicate the presence of God and as a description for Jesus as God incarnate . This unit should build on the Y1 unit 'Why is Jesus special to Christians?' .	Church - What unites the Christian Community? In this unit, children should explore the core beliefs and symbols of Christianity . This should build on their previous learning about symbolism contained in the idea of Jesus as 'the light of the world' .	Judaism - What aspects of life really matter? In this unit pupils will examine Jewish beliefs and practices linked to the Sabbath (Shabbat) . In Year 1 children will have learnt about Noah , and why he is important to Jewish People. In this unit children will build on that understanding by learning about other important Jewish figures .	Islam - Why do Muslims believe in obeying God? In this unit pupils will examine Islamic beliefs and practices linked to prayer . Opportunities are provided for pupils to explore the significance of prayer as one of the Five Pillars of Islam and to consider the purpose of prayer for religious people	Hindu dharma – How might people express devotion? This unit enables pupils to explore the purpose of and some of the practices associated with Hindu worship . The focus includes beliefs about Brahman, family, community and Worship . They should have opportunities to discuss the concept of being devoted to something/someone – and the various ways in which human beings might show their devotion through clothing, special words or songs, rituals and actions .

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Year 3 Who should we follow?	Christianity - God - How have some people served God? This unit enables pupils to explore Christian teachings and will investigate the prophets of the Old Testament . They might look at inspiring Christians such as Dr Barnardo, Archbishop Desmond Tutu, William Booth and the work of the Salvation Army .	Christianity - Jesus - What does it mean to be a disciple? This unit enables pupils to explore what it means to be a follower of Jesus – both at the time of Jesus and today. References should be made to previous learning about Jesus – i.e. That Jesus is special to Christians and is described as a 'light to the world' , someone who brought hope to the world.	Church - What do Christians mean by Holy Spirit? In this unit pupils will explore the Church as a community of people inspired by the Holy Spirit . This should build on their prior learning about the beliefs, values and symbols that unite the worldwide Christian community and the importance of worship .	Islam - Why is the Prophet Muhammad an example for Muslims? This unit enables pupils to explore and examine the origins of Islam . The focus is on founders and leaders , using stories and teachings to identify how the values contained within them can inspire and influence a believer today. Students should be able to explain the third pillar of Islam (Zakat) and why it is an obligatory act (one of the Five Pillars).	Sikhism - Why are Gurus important to Sikhs? This unit gives pupils the opportunity to explore the Sikh traditions and its origins with the teachings and example of Guru Nanak and Guru Gobind Singh . They should learn about the Guru Granth Sahib and how/why it is treated with great respect by Sikhs and within the Gurdwara .	Hindu dharma - Why is family important to Hindu life? In this unit pupils will explore and examine how and why Hindus might celebrate Raksha Bandhan . They will identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma .
Year 4 How should we live our lives?	Christianity -How and why might Christians use the Bible? This unit investigates how and why Christians use the Bible today and why the Bible is seen as a source of inspirations and authority by many Christians. They should know that the Bible contains two main sections – the Old Testament (which is the Jewish scriptures) and the New Testament (about Jesus and the early Church).	Hindu dharma - What Hindus learn from Diwali? This unit gives pupils the opportunity to revisit the story of Rama and Sita (they will have been introduced to this story in Y3) and to explore the theme of good overcoming evil – just as light overcomes darkness which is celebrated at Diwali .	Jesus - Is Sacrifice important for religious life? This unit investigates the person of Jesus through the concept of sacrifice . This links to prior learning about the principle of Zakat in Islam and also what it means to be a follower of Jesus by exploring how Christians might try to follow the example of Jesus through charity and personal sacrifice.	Church - What does love your neighbour mean? This unit investigates the Christian teaching of agape – a selfless love of others. Pupils will explore how important messages and guidance can be passed on through stories and will focus on Christian teachings contained in the parables that Jesus told to his followers.	Islam - Why do Muslims fast during Ramadan? This unit enables pupils to examine the structures that underpin Islamic beliefs and practices in greater depth. Through a study of Ramadhan , opportunities are provided for pupils to understand the key values of Islam of submission to Allah and service to God through charitable life and actions.	Sikh Dharma – How should we live our lives? This unit gives pupils the opportunity to explore how Sikhs convey their beliefs and commitments in the way they live their lives and through symbols which are observable expressions of faith. Sikh belief perceives the world as the abode of God and as the place in which to practice Sikh Dharma (religious, moral and social commitment).
Year 5 Where can people find guidance on how to live their lives?	Christianity - (God) - Why is it sometimes difficult to do the right thing? This unit enables pupils to explore Christian beliefs and teachings about sin and temptation and introduce core Christian concepts such as The Fall, Original Sin, Free Will, forgiveness and reconciliation . Pupils should be encouraged to make links with prior learning about the creation story in Genesis 1 (particularly the point that God made the world 'and saw that it was good') and with their knowledge of baptism .	Church - How do people decide what to believe? This unit enables pupils to explore what the Christian belief in Jesus as 'fully human and fully divine' means. They will build on their prior learning about the incarnation and to consider why some people regard the miracles of Jesus as signs of his divine nature. They might also reflect on what miracles such as healing the sick and feeding people reveal about the humanity of Jesus.	Christianity - Jesus - What do we mean by a miracle? This unit enables pupils to explore Christian beliefs and teachings contained in the Apostle's Creed and how shared beliefs unite the world-wide Church. Pupils should know what is meant by the idea of one God in Trinity and be able to explain the role of each person of the Trinity. They should be able to explain these concepts using subject specific vocabulary and make connections between beliefs, teachings and practices.	Hindu Dharma What might Hindus learn from Krishna? This unit enables pupils to examine how Hindu truths are transmitted using stories from revered literature. The focus includes beliefs about Brahman, Vishnu, Avatar (especially Krishna) and Scriptures . Opportunities are provided for pupils to explore some forms of Hindu literature and the beliefs and practices associated with a key story.	Judaism - Do people need laws to guide them? This unit enables pupils to explore the importance of the Torah to Jewish people as a guide to life and faith. This unit has links with the Year 2 unit 'What aspects of life really matter?' and pupils will have opportunities for revisiting prior learning on how the Torah was given to Moses. Pupils will learn that Jewish people attend the synagogue in order to find out more about how to live their lives and to seek guidance from religious leaders.	Islam - Why is the Qur'an important to Muslims? This unit enables pupils to explore and examine the origins and role of the Qur'an as a source of wisdom and authority for Muslims. They should gain an understanding of the importance of revelation within Islam and how this impacts on the way that the Qur'an is viewed and treated. Pupils should make links with prior learning about the night of power (Laylat Ul-Qadr) , not only knowing what happened, but also why it is important for Muslims and how it is remembered.
Year 6 In what way is life like a journey?	Church - Is life like a journey? This unit enables pupils to explore what it is that Christians	Christianity God - How do Christians mark the 'turning points' on the journey of life?	Islam - Hajj journey This unit enables pupils to explore the Five Pillars of Islam and how these beliefs and values impact on	Christianity - Jesus - Why do Christians believe in Good Friday	Buddhism - What do we mean by a good life? This unit will enable pupils to explore the concept of a good life	Hindu Dharma - Is there one journey or many This unit enables pupils to explore Hindu beliefs about reincarnation

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	believe gives their lives purpose and meaning. This builds on their prior learning about how Christians are guided to live. Pupils will learn about the effect that belief in salvation brought about by Jesus' death and resurrection has. They will discover how the act of confessing sins and seeking reconciliation and forgiveness restores relationships with others and with God in the eyes of the believer, leading to faith in life after death.	This unit enables pupils to explore the church as a community of believers and to examine how rites of passage reflect their commitment and relationship with God. They should consider different dominations reflecting upon the importance of child baptism, confirmation and adult baptism.	the life of a Muslim. Pupils should have opportunities to deepen their understanding by considering the pilgrimage to Mecca and completing Hajj. They should explore what it means to be a Hajji, reflecting on the personal journey a Muslim will make both physically and spiritually. They should be able to explain how a journey might change someone even after the journey itself is over.	This unit enables pupils to explore the events of Holy Week and Easter Sunday in the Christian religion. This builds on their prior knowledge of Lent, the Easter Story and the concept of Jesus' sacrifice. Through study of Eucharist in different denominations, pupils will identify how Christians view the death and resurrection of Jesus as a source of guidance and comfort.	through considering what Buddhism teaches makes someone truly happy. They will find out about the life experiences that started Prince Siddhartha's journey to becoming the Buddha and will reflect on how the teachings of the Four Noble Truths and the Eightfold Path impact the spiritual journeys and daily lives of Buddhists. They will have the opportunity to experience meditation and to reflect on their own life and happiness as they prepare for the change of leaving primary school.	and consider how these beliefs might impact on a Hindu's view about the purpose of human existence. Pupils should be able to build in their prior learning about the concept of 'dharma' within Hinduism. They should be able to explain how performing dharma would have an impact on a person's karma – and how this then links with Hindu beliefs about the cycle of life, death and rebirth.
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